

To be viewed in side by side perspective.

| Goals | Systems Targeted | Partners | Strategies/Activities |
|---|--|---|--|
| <ul style="list-style-type: none"> To initiate systemic reforms and build local capacity to provide, improve, and expand services to students with disabilities and their non-disabled peers | <ul style="list-style-type: none"> LEAs Professional development (inservice) | <ul style="list-style-type: none"> IHE SEA LEAs | <ul style="list-style-type: none"> Implement a research-based behavior improvement and instructional strategies leadership development academy. <ul style="list-style-type: none"> Provide presentations about the leadership academy. Develop Academy website. Provide opportunities for potential participants to visit model web sites. Provide additional information to interested LEAs. Select participating LEAs. Conduct Academy activities. Model LEA sites serve as mentors to new participants. Provide subgrants. Provide TA to LEA sites. Conduct project participants symposium Years 3-5. |
| | <ul style="list-style-type: none"> SEA and LEA policies and practice | <ul style="list-style-type: none"> SEA Other state agencies LEAs | <ul style="list-style-type: none"> NDE will change state policy to leverage funds to support research based behavior improvement and instructional strategies. <ul style="list-style-type: none"> Review mission and philosophy and determine means to leverage funds for common training themes. Review categorical restrictions and funding waivers to support common professional developmental goals. Modify policies and request waivers to support Leadership Development Academy activities. Modify job roles and service delivery systems. |
| | <ul style="list-style-type: none"> SEA LEAs Parent organizations | <ul style="list-style-type: none"> IHE PTI LEAs | <ul style="list-style-type: none"> Improve parent involvement in all aspects of LEA and SEA systems improvement. <ul style="list-style-type: none"> Include parents in assessing training needs, planning, conducting and evaluating training. Invite parents to participate in NDE training activities. Develop training or parts of training to address parent concerns. |

Outputs

Customers

Direct/Intermediate Outcomes

Long Term Outcomes

Presentations about Leadership Development Academy
Website
Visitations to model sites
Information to LEAs about Leadership Development Academy
Recruited participants
Implementation of Academy program
Implementation of model sites
Subgrants to LEAs to implement action plans
TA and training for cohorts to implement action plans
Symposium during years 3-5

- LEA Teams
- Leadership Development Academy participants

- Academy Participants have improved skills in the use of behavior management and improved instructional strategies.

Meetings
Meetings
Revised Policies and waivers
Revised roles and service delivery systems

- NDE
- LEAs
- Other state agencies

- Leveraging of NDE policies and resources to support future LEA capacity building for research-based behavior improvement and instructional strategies increases.
- NDE and LEA systems for improving student performance are aligned and policy changed to support students with disabilities and their non-disabled peers.
- Common programmatic goals are identified or designed, disseminated and evaluated.
- NDE increases use of federal and state funds to support coordinated personnel development efforts.

Nebraska students (students with disabilities and their non-disabled peers) will have higher achievement scores, higher graduation rates, and improved post-school outcomes.

Parent input
Stipends for parents to attend training
Training reflecting parent concerns

- Parents
- LEAs

- LEAs and families work together to increase positive outcomes for students.
- Parent participation at the student, school, district, and state levels increases.